

Students's Use Of Technology

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doi: 10.19044/esj.2016.v12n7p131 [URL:http://dx.doi.org/10.19044/esj.2016.v12n7p131](http://dx.doi.org/10.19044/esj.2016.v12n7p131)

Abstract

Technological developments that occurred in the late twentieth century and early twenty-first century, increased the use of technology in almost every aspect of human life and also its importance. The evolution of technology has meant that today anyone can use it at any time: everyone can have access to the Internet for different purposes. This thesis will focus on learning technology in higher education in Albania and specifically will use a survey on the use of technology by students of the Faculty of Economy during their studies. The main purpose of this work is to examine how much support there is and how students use technology in their learning process. The task has three main objectives:

- To determine the attitudes and the degree of acceptance of technological change from students of faculty
- To determine the extent of use of technologies during their studies, analyzing the types of technology frequently used by.
- To determine how e-learning is recognized and how necessary is its usage by students's perspective.

The methodology used is a qualitative analysis conducted through the distribution of questionnaires to students of faculty, as the main stakeholders of this research. Finally, from the analysis conducted it is concluded that students prefer technology; the most used technology is the laptop, less used is Instant Messaging and recognition of the concept of e-learning is at the average level, but still seen as a possibility to have a better study.

Keywords: E-Learning, Technology

Introduction

Technology can be defined as the key word of this early twenty-first century. Technological developments that have occurred in the late twentieth century, where we can mention the invention of the airplane, telephone, computer and internet; and developments of the twenty one century, like:

resource protection, globalization, global communication, etc., have increased its importance by making technology usable in every aspect of human life.

Computer can be called as one of the most important inventions of the last century. With all the inventions occurred earlier that had improve life, it was unthinkable that life would be better than in the modern world from his invention. Computer have changed life of people, businesses and industries in worldwide. It has given us easy access to information and knowledge. Information received by it can be distributed and we can learn from each other much faster and simple.

Conference held in 1972 at the Hilton, Washington did not thought it had just started to introduce a revolution, the invention of the internet. Held for the technological elite, its purpose was to introduce a system of computer connectivity, called ARPANET, a new form of network, which was founded to help computers to distribute scientists information. Information that pass was low and potential users thought it was too complex to be successful, but today it is distributed worldwide.

In the new century we can mention the power of Wi-Fi (wireless). Developments related to wireless show that will no longer have the physical equipment to command results for internet delivery, but through Wi-Fi network we can have access to it. Influenced by these technological developments was born the idea of this diploma thesis.

The evolution of technology has meant that today anyone can use it at any time: everyone can have access to the Internet provided with broadband, dialup and wireless; use smart phones: iPhone or iPad, which were invented respectively in the June 29, 2007 and April 3, 2010 or any other technological device that is easily accessible. Young people find it easier to understand how technological equipments work and have greater access to their use. According to a study done in Australia with students of first year university in this country, everyone had access to the Internet, where 99.5% used for writing documents, 99.5% for email, 97.2% for fun. Given this panorama, the question was if there was conducted in Albania any rough study about the use of technology by students. A simple search on Google Scholar gave some studies initiated from some professors of the University of Tirana, concentrating on various aspects of technology, but this paper is mainly focused on the idea of the use of technology by young people in the country, practically by students of the Faculty of Economy in their learning process at the university and during study abroad.

The study address the use of technology by students during the learning process, an analysis conducted by the students of Bachelor and Master of the Faculty of Economy. In the second part we will introduce the theoretical aspects of how defined the concept of innovation, its

classifications and the concept of e-learning (electronic learning) different researchers in their literature. In the third section it is described the methodology used for the realization of the analysis, where you will be familiar with how it is worked, the purpose and objectives of the research, what instrument would be measured, objectives, sample (selection) and how it is applied for making an analysis. In the fourth section you will be acquainted with the survey findings followed by conclusions and recommendations.

Literature review Innovation

In a broader context, the term innovation comes from Old Latin: “Inovare”, that means “to make something new”. Generally it is accepted that the term innovation refers to the introduction of a new idea, method, or device.

In his well-known book of innovation, Barnett said "An innovation is here defined as any thought, behavior, or thing that is new because it is qualitatively different from existing forms"(1950). This definition emphasises discovery, or the combination of existing elements into a new configuration or product. A different conception of innovation is used by Everett Rogers, who indicates that "innovators are the first “users” of the social system to adopt new ideas”(1965). In this definition the discoverer is not involved; the first "user" is the innovator. Both of these conceptions, of course, are appropriate in analyses of innovation.

Innovation involves many persons, organizations, events, and "sources". It is a step by step process. Innovation depends not only upon discovery and adoption, but upon translation, implementation, experimentation, evaluation, institutionalization, and other processes. Innovation occurs at many levels: international, national, regional, state, and local and in each locus there are complex processes that go along with.

Tompson (1965) determines that “Innovation is generation, acceptance and implementation of new idea, processes product and service”. On the other hand Kimbler (1981,p 108) defines innovation from a different perspective which embraces different forms of innovation “There are three types of innovation: innovation as a process, innovation as a hidden article including products, programs or services; and innovation as an organization attribute”. Other researcher emphasize the extend of innovation. Van du Ven (1986) determines that “ As long as innovation is perceived as new to the people involved, it is an innovation even if though it may appear to others to be an imitation of something that exist elsewhere”.

From a management perspective, Peter Drucker suggested that innovation is a “change that creates a new dimension of performance”

(Hesselbein, Goldsmith, and Somerville, 2002, p. xi), and from an institutional perspective, as put forth by the U.K. Department of Trade and Industry, innovation is the successful exploitation of new ideas. Author like Tidd and Bessant, Paul Trot and Afuah determines innovation as the process of finding opportunities through new ideas and their application in a much wider practicable.

Classification of innovation

Innovation as a concept it is studied from different researcher and also from international organization. According to manual of Organization for Economic Cooperation and Development: Oslo Manual will be given the classification of innovation from three editions in different years (Gault, 2013).

First Edition

All definition of innovation in Oslo Manual require a connection to the market: implivation for innovation by consumers, public sector innovation and social innovation. The definitions of technological innovation in the first edition are:

- *Technological innovations* comprise new products and processes and significant changes in products and processes. Ann innovation has been implemented if it is has been introduced to the market(product innovation) or used within a production process(process innovation)
- *Product innovation* can take two broad forms: substantially new product(major product innovation); performance improvements to existing products(product innovation)
- *Process innovation*: the adoption of new or significantly improved production methods which may involve changes in equipment or production or both

Second Edition

The second edition was the improved version of the first edition. It continued to deal with technological innovation and confined itself to product and process innovation. However, it had broader economic coverage including construction, utilities, manufacturing and marketed service. The definitions remained fundamentally the same as those in first edition: *Technological product and process innovations*. Although in this period are realized different studies for innovation in service and statistic showed that in industrialized countries, 70% of GDP comes from services and less than 20% from manufacturing. These studies enabled the involvement of concept **innovation in service** in the third edition.

Third edition

It is noticed a new definition of innovation in the third edition:

*“An **innovation** is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations”.* In this classification are involved two new concepts: marketing innovation and organizational innovation.

- A **product innovation** is the introduction of a good or service that is new or significantly improved with respect to its characteristics or intended uses. This includes significant improvements in technical specifications, components and materials, incorporated software, user friendliness or other functional characteristics.
- A **process innovation** is the implementation of a new or significantly improved production or delivery method. This includes significant changes in techniques, equipment and/or software.
- A **marketing innovation** is the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion or pricing.
- An **organizational innovation** is the implementation of a new organizational method in the firm's business practices, workplace organization or external relations.

Innovation in Service

In this part we will give you an extended information about innovation in service. Faiz Gallou in his book suggests that it is important to distinguish the notion of innovation in companies that provide services from that of innovation in service. According to author the first companies have a certain view of the innovative process and this affects the skills enlisted, the internal organization of the different activities and functions, the techniques and technologies used and the results of the process (output) that is sold or provided to an economic actor. About the second companies the author defines that innovation in service is an innovation regard to the result obtained by the client or user, as the result introduces something new in the way of life, organization, timing and placement of what can generally be described as the individual and collective process that relate to the consumers.

Jeremy Howells, in the third chapter of this book gives his concept of innovation in service. He introduce to us the axiom of innovation in service. According to him there is now a well- established axiom of development phases of concept and theoretical perspectives of service and innovation, although the titles of the phases are steel not agreed upon. Three main conceptual approaches have emerged (also Coombs and Miles, Gallouj,

Tether): the “technologist” approach, the “service oriented”(or demarcation) approach and the “integrative” approach.

Studies that have adopted the “technologist” approach of innovation in service have seen the main driving force and shaping of service innovation been derived from the external, non- endogenous adoption of technologies and system from outside the sector, in particular computers and other IT equipment (other authors: Coller 1983, Pilat 2001, Pilat and Lee 2001, Agrawal dhe Berg 2008).

Studies based on the “service oriented” approach have sought to move away from what might be seen as a merely adapting manufacturing centered innovation models to focusing instead on the peculiarities of service innovation and how this might lead to new conceptualizations of innovation processes in relation to service activity. This set of scholars and their studies have emphasized the “peculiarities of service” and how service differ from archetypal manufacturing. For example service are frequently intangible, and are often(but not always) produced and consumed at the same time, often with the direct involvement of the consumer. Research adopting this perspective has sought to identify distinctive endogenous innovation practices and patterns that are very different from the traditional supplier and technologist dominated models of service innovation. Such studies have sought to highlight that:

1. Much of service innovation has reminded hidden because in the past it has not been properly conceptualized and therefore measured(Mentioned from Evangelista and Sirilli,1995). Because of this, service innovation is more common and important than previously supposed)
2. Its significance moreover does not simply reside within the service sector but it is important to all parts of the economy, and above all:
3. Service innovation is different from existing manufacturing models of innovation because of its:
 - Frequently intangible nature
 - Emphases on new organizational practices and routines
 - Reliance on close client interaction and sometimes co-production
 - Because of this “simultaneity” of production and consumption, the inability to store service products(i.e a high degree of perish ability)

The third approach, the “integrative” approach, comes from two closely related positions. Firstly, that there is already a great deal of similarity between manufacturing and service industries, but it is not adequately conceptualized or measured properly. Indeed this applies just as much to manufacturing environments as it does to service environments; much remains “hidden” because it is not recognized and therefore not measured and analyzed properly. The second reason is that there is recognition that there actually has been a change in the fundamental

operation of economy. In particular, there has been a convergence and intertwining of goods and services in both their production and consumption and because of this there has been a need to develop an integrated theory to cover both segments of the economy. This approach also recognized the major changes that have occurred in managerial practice, and the shift away from “manufacturing” versus “service” firms, towards organizations focused on the realization of value. This has moved the focus of research away from technologies to knowledge, and away from individual firms towards understanding value chains or networks, locating service and manufacturing is a set of interrelated activities.

Education in our higher university system, a service form offered from public and private sector, can be approached with the above approaches. In universities are implemented technological equipments like computers or video projectors to create an education and learning process more effective for students and now it is intended the creation of technologies to enable them better knowledge. The implementation of innovation, like the stage where is showed the change process, is more complex and difficult to be achieved. Fullan (1993) highlights that innovation in higher education are “difficult to create and more difficult to practice”. However everything should be seen like the convergence of innovation(new technologies), firms that create and offer it; universities that implement technologies and students that use technology equipments during their studding process and also to create the new concept” innovative learning”.

Innovative learning

*** In this section the term innovation refers to new technologies**

Innovation has given the opportunity to create appropriate conditions for learning process, but also to create new terms like open learning, flexible learning and distance learning. Tony Bates gives in his book the following definitions:

a)Open learning

The author determines open learning primarily an educational policy. An essential characteristic of open learning is the removal of barriers to learning. This means no prior qualifications to study, and for students with disabilities, a determined effort to provide education in a suitable form that overcomes the disability (i.e: audio tapes for students who are visually impaired). No-one should be denied access to an open learning program, that must be scalable as well as flexible.

b)Distance learning

The author determines less philosophy and more a method of education. Students can study in their own time, at the place of their choice

(home, work or learning center) and without face to face contact with the teacher. Innovation is a critical element of distance education.

c)Flexible learning

Flexible learning is the provision of learning in a flexible manner, built around in geographical, social and time constraints of individual learners, rather than those of an educational institution. Flexible learning may include distance education, but it also may include delivering face to face training in the workplace or opening the campus longer hours or organizing summer schools. Like distance education, it is more of a method than a philosophy and it is often associated with increased access.

d) Generations of distance educations

It has been argued (A.W.Bates,2005)) that there are three generations of distance education.

The *first generation* is characterized by the predominate use of a single technology, and lack of direct student interaction with the institution providing the teaching. Although educational television and radio would also fit this description, the main form of first generation distance education was print based correspondence education.

The *second generation* of distance education is characterized by a deliberately integrated multiple-media “print + broadcasting” approach, with learning materials specifically designed for study at a distance, but with communication with students mediated by a third person(a tutor/ the originator of the teaching material). Second generation distance education is sometimes described as industrial by nature because they use methods of production and delivery of standardized products.

The *third generation* is based on two-way communications media such as Internet or video-conferencing that enable interaction between the teacher who originates the instruction and the remote students. Perhaps even more importantly, communication is facilitated among students either individually or groups, but at a distance.

The main reason of the growth of third generation distance education is the rapid expansion of the Internet and in particular the World Wide Web. This is influencing not only in distance but also conventional education. The World Wide Web is a particular component of the Internet, allowing digital materials to be created, stored, accessed and interacted with over the Internet. The Internet also includes e-mail, bulletin board and digital video-conferencing, either separate from or combined with the World Wide Web.

E-learning

The student who is studying information and communication technology (ICT) is using e-learning. Laurillardin (2006) explains that such

complex set of technologies will make different kinds of impact on the experience of learning:

- **Cultural**– students are comfortable with e-learning methods, as they are similar to the forms of information search and communications methods they use in other parts of their lives
- **Intellectual** – interactive technology offers a new mode of engagement with ideas via both material and social interactivity online
- **Social** - the reduction in social difference afforded by online networking fits with the idea that students should take greater responsibility for their own learning
- **Practical** – e-learning offers the ability to manage quality at scale, and share resources across networks; its greater flexibility of provision in time and place makes it good for widening participation.

a) E-learning and online education

E-learning creates opportunities for pursuing online studies. Many people for different reasons can't go to universities like others students. Although the on-line learning environment is just another physical environment, it uses technology at a slightly higher and more complex level than the traditional classroom lecture(Pathak,2011). Online studying is a good chance for students, because they can study with low fee and many times free, and also they get qualifications that makes easy for them finding jobs. Many studies have arrived in the conclusion that students who use an online tutor for practice learn better than those who use a printed workbook.

b) E-learning and innovations

Frequentation of e-learning makes possible that independent from the location, students can be in contact with many other students, organization, classes, and so they can be informed about different activities, new research and innovation in sciences, new technologies, new methodologies of work and studies etc. Getting of information creates the possibility to adopt and to make adaption of new results from researches and innovations.

c) E-learning and digital culture

We can view benefits from e- learning from different points of views. One of benefits from e-learning is digital culture. Including in online education and being part of this learning and teaching model, everyone have the opportunity to expand digital culture. In this way students grow up the use of computer's software. New computer programs and their implementation during e-learning, makes students ability to work with this programs not only during the online studying, but to use them for other works or studying processes. So through this method students make progress in software use.

d) E-learning and creativity

E-learning is a type of study that changes from classical form of learning and teaching. Everyone that is part of virtual class, is free to express his thoughts, and at the same time, can read others opinions. In this way they the alternation of thoughts grow up they culture level, and model of thinking, but also are encourage new ideas and creativity thinking .

e) E-learning and social behavior

Social networks are virtual places where students can gain social and communication skills, while they participate in informal learning, creativity development, and digital literacy (J.Costa, J.Rodrigues, O.Pereira, T.Simones). Students have the opportunity to collaborate with other students, that also the fact that they don't know each other they start interesting and successful projects. In this way, e-learning brakes down all barriers of communication between unknowns peoples.

Methodology

After reviewing the literature, the third part will be familiar with methodology used to give answer to the research objectives. Initially is described the nature of the study and why it selected. Later justified in connection with population and selection. In the third issue addressed research instruments. While the fourth issue continues with the mode of data collection needed in the study. Finally treated techniques used for the analyze of the results regarding the responses received to the research questions.

Nature of the study

This paper is a qualitative methodological approach. The goal of this exploratory research is to analyze the support of students about technologies during their studies and how to use it during their learning process. According to Maxwell (2005) (Sidita Dibra, 2013) a qualitative research has five component: goals, research questions , conceptual model, information collection methods and terms of validity.

The goals of the study also clarifies the nature of the qualitative research. This study sets three main objectives:

- To determine the attitudes and the degree of acceptance of technological change from students of faculty
- To determine the extent of use of technologies during their studies, analyzing the types of technology and online communication used
- To determine how e-learning is recognized for its necessity among students.

These objectives provide the *exploratory nature* of the study and the *conceptual model* will be based on a secondary research data. Several

articles, and electronic books such as *EBSCO*, *ERIC*, *ECONSTOR*, *Science Direct*, *Wiley Inter Science* and *Google Scholar* are related to our study theoretical concepts, providing thus a review of literature based on some other similar empirical studies. It should be noted that most of the items were referred to the studies conducted in the USA, but also in countries like Australia, England or China.

Typical methods of collecting information in qualitative studies are direct observations, interviews, documents and audio-visual material (Sidita Dibra, 2013 / Creswell, 2008) . It is seen reasonable, as a method of data collection, the use of structured questionnaires which have the specific criteria as follows.

Validity, in qualitative research, refers to the fact if the results of a study are true and safe. "The truth" in the sense that research results accurately reflect the situation and "safe" in the sense that the results of research is supported by the evidence. Triangulation is a method used by researchers who rely on qualitative research method to establish high levels of research by examining the validity of the survey questions from different perspectives. According to Patton (2002) triangulation goal is to achieve consistency between data sources and points of view.

Among the numerous variants of triangulation (data triangulation; investigations; theoretical, methodological, etc.) for the validity of the results of this questionnaire is selected "data triangulation", which refers to the use of different sources of information gathering in order to increase the validity of the research instrument. Also, this kind of triangulation is probably the most popular because of the ease implementation. More specifically, it consists in the realization of the questionnaire to various interest groups related to the issue being studied. The results that will be obtained from these groups will be compared to detect convergence in their responses.

Population and selected samples

This study was conducted in the Faculty of Economics, part of Tirana's University. The study target groups include students and non-teaching staff in the use of innovation, thereby defining a population as all students of this faculty, the Bachelor and Master level. From 3611 Bachelor students, respectively branches Business (1270), Finance (1252), Economics (406), Economic and Informatics (683) and 711 master students for full-time academic year 2013- 2014 with a 95% confidence level and margin of error of +/- 6 are chosen as sample 709 students for the realization of the questionnaire. (Students were selected as the object of study, as the primarily "stakeholders" in learning process)

Research instruments

In this thesis is used as a research instrument *the structured questionnaire*.

"A questionnaire survey provides a quantitative or numeric description of trends, attitudes or opinions of population by studying monster, and by analyzing the results of which can be judged on the population" (Sidita Dibra, 2013 / Creswell, 2008).

The questionnaire used in this study is composed of 11 questions in total; where 9 of them require selection of options and assessment under an importance scale (Likert scale), while two of them seek the opinion of the participants of the questionnaire. Initially it is taken general information for the respondents. At first, is required under a certain degree of importance, the opinions of students about innovation. As sequent the following question deals with information about the place where often students study. The third and fourth question asks for selection among the options but also appreciation for the importance of a degree and types of online communication technologies used by students. The fifth question provides information about the Internet and the recognition of the concept of e-learning. In the following questions 6, 7, 8 seeking information regarding the use of innovation in other activities, determining the percentage of this use and determine whether e-learning as an opportunity versus traditional study. In the remaining questions respectively 9, 10, 11 is required information about Internet service delivery by the Faculty and what students would like to upgrade to new innovations regarding studies.

Data Collection

Completing the questionnaire: The survey was conducted via email by getting in touch with the school secretary, and directly into the Faculty of Economics, during a four month period (June-September 2014). Initially proceeded outside the faculty area, and later with the help of several professors the completion took place in a lecture hall, where students were randomly selected. About 211 questionnaires were left unanswered by reducing the number of choices in 498 questionnaires.

Data Analyze

First, the result analysis will present some data generated by descriptive statistics, followed by a detailed information on the responses received from the questionnaire.

Descriptive Statistics

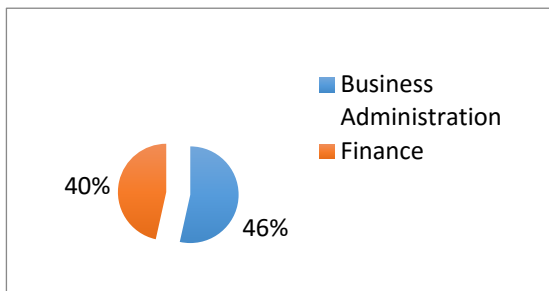
For the realization of this study were asked randomly selected 498 students. The questionnaires were completed in 95-100% level. The

question with the lowest of responses was the Q-11 that required a brief outlook of respondents about their suggestions for improvements to technologies that deal with the study process, where the largest part was left blank or partially completed.

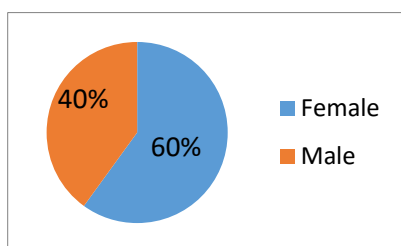
General data analyze

Graphic 3.1 Student's level of study

As shown in the Graphic 3.1. the Bachelor level of study predominates with 86% of participants comparing with the Master level of study which is less represented in this study with 14 % of participation. Under this division will be presented the following data.

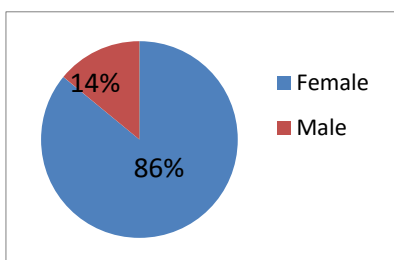


Graphic 3.2 Female/Male gender according to the study level



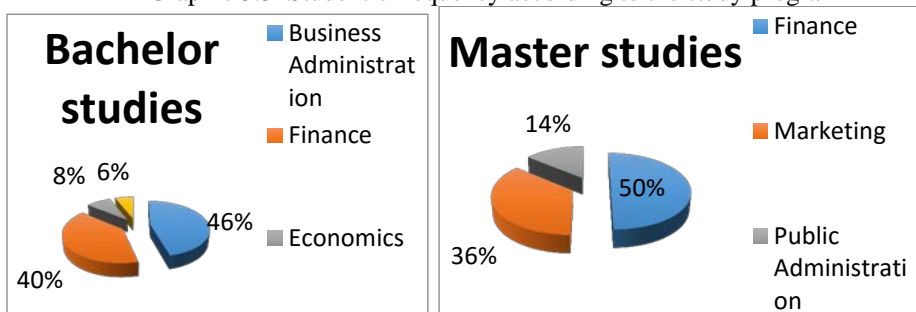
a) Bachelor

According to the data females predominate the Bachelor system to the extent 86% witch is also the highest percentage of females 60% versus males 40% at the Master programs of study. In addition a detailed study programs frequencies will be illustrated by **Graphic 3.3**.



b) Master

Graphic 3.3 Student's frequency according to the study program

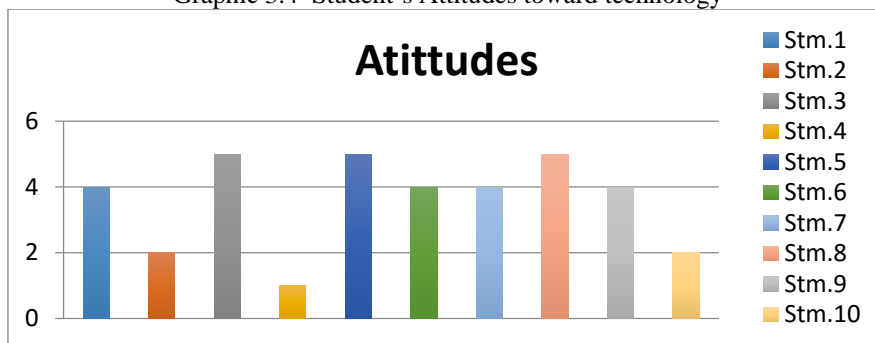


In the following data analysis using frequencies analysis aiming to discover the student's attitudes toward technology. First, it was used a framework of attitudes which generalize the most important aspects of their attitudes as shown in **Table 3.1**. Hence, the respondents preferred mostly the statements 3 (I know that technology will help me learn new stuff), 5 (Learning how to use technology is a necessity) and 8 (I want to learn more about technology) and the less preferred answer were statement 4 (I am afraid of technology).

Table 3.1. Student's attitudes toward technology

Attitude's Statements
Statement 1- I like enjoy using technology
Statement 2- I avoid the technology every time I can
Statement 3- I know that technology will help me learn new stuff
Statement 4- I am afraid of technology
Statement 5- Learning how to use technology is a necessity
Statement 6- I would probably become a better student if I knew how to make use more of technology
Statement 7- I feel confident when I work with technology during university time
Statement 8- I want to learn more about technology
Statement 9- I believe I can improve my abilities using Internet
Statement 10- Using technology during studies is unnecessary

Graphic 3.4 Student's Attitudes toward technology

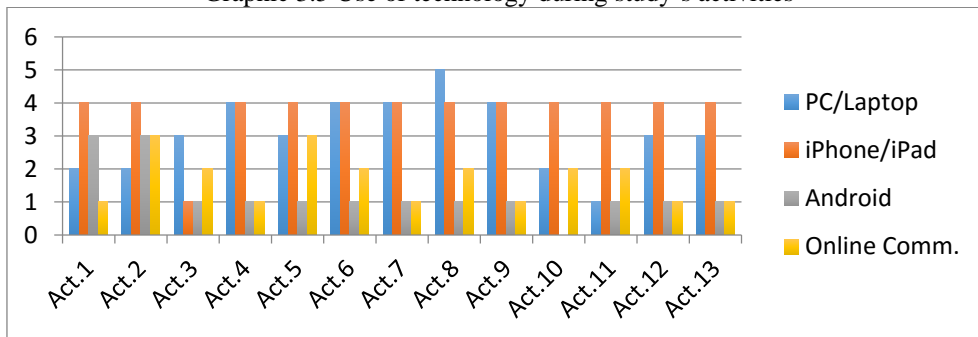


At this point, students were asked about the technology devices they mostly prefer during their studies activities listed as shown in **Table 3.2**. More than a half answered for the personal computer or laptop devices commonly used in activities as writing and reading during the course's assignments then they preferred their Smartphone (iPhone / iPad more preferred than An Android) as a convenient option for all the study's activities. The results were clearly high as we expected concerning the use of on-line communicating via e-mail, Instant messaging and social networks. **Graphic 3.5** shows a more detailed view of these results.

Table 3.2 Student's activities during their study

Study's activities
Activity 1- Communication with other students
Activity 2- Communication with friends
Activity 3- Communication with teachers
Activity 4- Group working
Activity 5- Working on an individual course project
Activity 6- Information Gathering
Activity 7- Information Analysis
Activity 8- Oral presentations (PowerPoint)
Activity 9- Reading
Activity 10- Test Reviews
Activity 11- Self-assessment exercises
Activity 12- View the course materials reviews
Activity 13- Case assignment writing

Graphic 3.5 Use of technology during study's activities

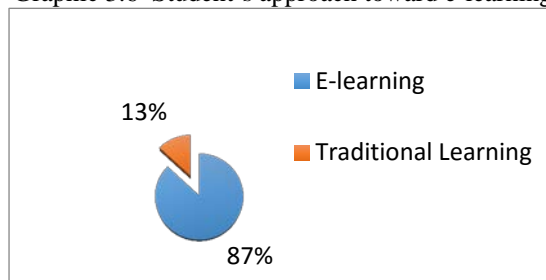


Further, the students were asked about the recognize of e-learning as a substitute of traditional learning techniques (hard copy books, lectures papers, physical communication, etc) which they frequently use in certain activities (**Table 3.3**). The respondents (87 % of them) were highly enthusiastic about e-learning approach instead of other traditional learning techniques (**Graphic 3.6**) and they recognize e-learning as an opportunity for their study improvement (**Graphic 3.7**).

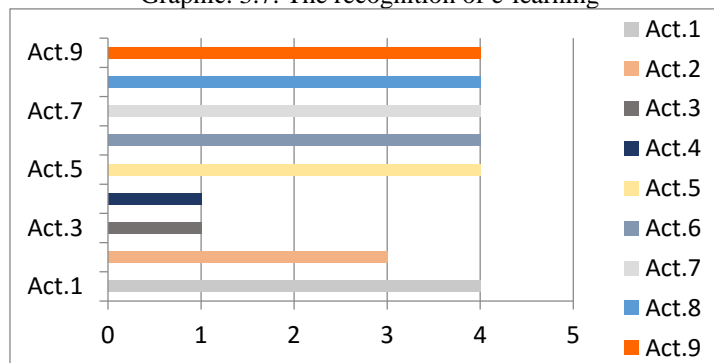
Table 3.3 Possible E-learning activities

Study's activities
Activity 1- Internet is a fundamental element during my home works
Activity 2- It would not be possible to study without the use of Internet
Activity 3- I found difficulties using a computer
Activity 4- I found difficulties using a Laptop or Smartphone
Activity 5- I know what e-learning means
Activity 6- The Faculty I frequent does not use the e-learning methods
Activity 7- I strongly believe that e-learning is a good opportunity for my successful home works completion
Activity 8- I think e-learning could facilitate my studies
Activity 9- It would be better using more e-learning in my studies

Graphic 3.6 Student's approach toward e-learning



Graphic. 3.7. The recognition of e-learning



Faculty of Economics provides Internet access only in its informatics classrooms. On this matter students (93% of them) responded " No" because they have a limited access on the Internet provided by the Faculty for their study aim.

Conclusion

After the data results using the descriptive analysis, some main conclusion on new technology used for e-learning from a student perspective are as follows:

Student's approach is toward the use of new technology and they see it as a good opportunity in their study life.

The most frequent and common used technology by far during their study process is the Laptop device meanwhile Android devices seems to be less used by the students.

More than 50 % of Students recognize the concept of e-learning and they see it as a good opportunity in order to improve their study results.

At this point, this paper suggest the improving of the current situation by the Faculty through the implementation of new technology for most of its study programs to make possible the introduction of e-learning method. In addition to this opportunity for the student's benefit the existing situation does not offer a free Internet (Wireless) access and less a broad coverage

within the faculty area. Thus, a new approach toward the use of new technology for the study process can be the provision of an Internet connection inside the faculty area so it could be just the first step in the implementation of a well organized study information system project.

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